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AUTHOR Rice, Robert L.; And Others
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ABSTRACT

Accompanying the growth of freshman seminars and extended orientation courses has been a rich body of literature depicting the process and outcome aspects of the course. This paper provides an annotated review of the investigations on freshman seminar/extended orientation courses. The review is designed to provide faculty and administrators with general guidance on how these courses are configured as well as comprehensive documentation on their general effects. Topics include the effects of these courses on student retention; academic performance; attitudes toward college; faculty; student/faculty involvement; attitudes toward faculty; student use of academic services; student knowledge of the university; involvement in extracurricular activities; remediation of academic skills; and student personality factors. The organizational and content structure of freshman courses and the historical development of the freshman seminar concept are also discussed. (Author/LLL)

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An Annotated Review of the Investigations on Freshman Seminars and Extended Orientation Courses

Robert L. Rice
Oregon State University

Judy Keefer
Oregon State University

Elizabeth Elam
Oregon State University

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An Annotated Review of the Investigations on Freshman Seminars and Extended Orientation Courses

I. INTRODUCTION

Freshman seminars and extended orientation courses have been a part of American higher education for more than a century. Today, more than 75 percent of the nation's colleges have some form of course to help freshman with their academic, social, and personal adjustment to college (El-Khawas, 1984). During the 1960s and early 1970s, faculty and administrators expressed serious reservations about the purpose and value of such freshman courses (Danells & Kuh, 1977). However, over the last two decades, freshman seminars and extended orientation courses have enjoyed widespread acceptance as a significant method for facilitating student success (Boyer, 1987; Beal & Noel, 1980; Lenning, Beal & Sauer, 1980; Tinto, 1987; Noel, Levitz, Saluri, & Associates, 1985).

Accompanying the growth of freshman courses has been a rich body of literature depicting the process and outcome aspects of the course. In many respects the continued vitality and success of freshman courses will be highly dependent upon how officials perceive the courses' effectiveness in helping freshmen to adjust to college. Future decisions about the use of freshman courses will be more difficult as the variety, range, and scope of the course's content and structure become more diverse.

The following is a review of the investigations on freshman seminar/extended orientation courses. This annotative review is designed to provide faculty and administrators with some general guidance on how these courses are configured as well as comprehensive documentation on their general effects.

Beal, P. E., & Noel, L. (1980). What works in student retention. Iowa City, IA: American College Testing Service.

Boyer, E. L. (1987). College: The undergraduate experience in America. New York: Harper and Row.

Dannells, M., & Kuh, G. (1977). Orientation. In W. T. Packwood (Ed.), College student personnel services (pp. 102-124). Springfield, Illinois: Charles C. Thomas.

El-Khawas, E. (1984). Campus trends. Higher Education Panel Reports, No. 65. Washington D.C.: American Council on Education.

Lenning, O. T., Beal, P.E., Sauer, K. (1980). Retention and attrition: Evidence for action and research. Boulder, CO: National Center for Higher Education Management Systems.

Noel, L., Levitz, R., Saluri, D., & Associates (1985). Increasing student retention. San Francisco: Jossey-Bass.

Tinto, V. (1987). Leaving college: Rethinking the causes and cures of student attrition. Chicago: University of Chicago Press.

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II. ALPHABETICAL LISTING OF FRESHMAN SEMINAR/EXTENDED ORIENTATION COURSE STUDIES

Adams, G. A. (1974). Preventative career counseling- proving that it works. Journal of College Placement, 34(3), 26-33.

This articles describes an experimental study of four groups of students- including one group enrolled in a class called "Career Planning". Participants in the class on career planning had significantly higher GPAs (2.52 vs 2.09) than non-participants. They also had more positive attitudes toward college than students in the control group.

Astolfi, D. M., & McGillan, V. A. (1989). The academic freshman seminar: A model for student and faculty development. Proceedings of the 1989 national conference on the freshman year experience. Columbia, SC: University of South Carolina.

Comparisons of one and two year outcomes for seminar participants and matched sample groups at Clark University showed significant differences in multiple academic and college involvement measures.

Avenoso, E., Bishop, T., & Flynn, A. (1989). An integrated freshman program: A mobilization of faculty and student resources. Proceedings of the 1989 national conference on the freshman year experience. Columbia, SC: University of South Carolina.

A comprehensive program to address freshman retention at Long Island University resulted in a 10% reduction in freshmen attrition. Probation rates were cut in half after three years.

Bauska, B., & Phibbs, P. (1989). Novel orientation programs introduce students to campus. Educational Record, 70(3/4), 40-42.

Depicts three expanded orientation programs for entering students. Show many unique ideas for helping freshman with their social integration process.

Beck, M. C. (1980). Decreasing the risk on high risk students. Community and Junior College Journal, 51(1), 4-6.

Using the human potential seminar method within freshman orientation courses produced solid results in improving the self-concept and retention of high-risk students. The group participants took significantly more hours, completed significantly more hours, and had a 90% retention rate compared to an 81% retention rate for non-participants after one quarter. A second study done in 1978-79 showed that participants had significantly higher GPAs than non-participants.

Benenson, T. F. (1974). Remediation of non-cognitive and achievement deficits in disadvantaged community college freshmen- project link. (ERIC Document Reproduction Service No. ED 105 950)

Bronx Community College comprehensive program addressing the remediation needs of entering liberal arts freshmen is evaluated. The center piece of the program is a full-semester orientation seminar. Final assessment indicated that the program did little to reduce attrition, or improve achievement motivation, or change ego functions, or improve writing or math ability. The program does show positive effects on reading competency.

Blimline, C., & New, R. (1975). Evaluating the effectiveness of a freshmen orientation course. Journal of College Student Personnel, 16(5), 471-4.

This study on the effectiveness of a community college orientation course at Montgomery College demonstrates that increased counselor-student contact was the principle result of course participation.

Boe, J., & Jolicoeur, P. (1989). The evolution of a freshman seminar. NACADA Journal, 9(1), 51-59.

Identify three classifications for freshman seminars - including interdisciplinary, utilitarian, and developmental. Stresses the importance of using a limited number of objectives.

Bowman, D. L. (1970). Reducing freshmen attrition and preparing teachers for the disadvantaged. (ERIC Document Reproduction Service No. ED 051 112)

The personal development seminar of Wisconsin State University-Oshkosh was designed to help students understand themselves and the university. The seminar involved over 900 freshmen and 40 professors. A pilot group of participants experiencing academic difficulty was matched with three other groups not in the project. Seminar participants earned twice the number of A's and B's and half the number of D's and F's over a one-semester period. The group also exhibited positive gains in attitudes toward college courses, professors, study and school work in general, as measured by a college descriptive inventory.

Bradley, C. L., Thornton, J. M., & Sisson, S. (1984). Gearing up for freshmen studies and services. Proceedings of the second national conference on the freshman year experience. Columbia, SC: University of South Carolina.

The freshmen orientation course USC-101 at Valdosta State College is part of a comprehensive freshmen advising program which increased the persistence-to-sophomore rate from 55% to 65%.

Brown, P. (1984). Programs for first-year students. Forum for Liberal Education, 4(2), 1-16.

Innovative programs throughout the USA for helping freshmen adjust to their new college environments are described. This article is helpful for program designing and understanding problems encountered by freshmen. Several approaches for using freshmen seminars are outlined.

Buhr, T., Pelletier, G., & Wark, D. (1987). An orientation program that increases the quality of student-adviser contact. Journal of College Student Personnel, 28(5), 462-3.

This articles describes a program presented at a 2-day orientation in the fall of 1986. The objectives of the program are to (1) develop career focus, (2) outline the student's responsibilities, and (3) introduce the adviser's expectations to develop effective participation.

Burke, J. (1987). Second chance: An innovative program for adult learners. Journal of College Student Personnel, 28(5), 470-2.

This articles describes the "Second Chance Program", which is a 10-year old program that addresses the obstacles in offering adult students the opportunity to be matriculated within the university. It allows adult students to enroll part-time in day classes and offers individual attention and support. It includes one-day orientation sessions which uses other adult students in the preparation and delivery of the program.

Carskadon, T. G., Goree, M. T., & McCarley, N. G. (1989). Academifying the freshman seminar course for maximum acceptance and tailoring it to the land-grant university: Design, innovations, materials, and data. Proceedings of the 1989 national conference on the freshman year experience. Columbia, SC: University of South Carolina.

This data shows marked increases in knowledge and use of major campus resources among freshman seminar participants at Mississippi State University.

Centner, M. (1985). Freshmen retention: Strategies at Lurleen B. Wallace State Junior College. Proceedings of the national conference on the freshman year experience. Columbia SC: University of South Carolina.

A comprehensive program including general assessment, career assessment, advising, campus tours, and a human potential seminar resulted in a decrease in student withdrawals, fewer failing grades, and lower attrition rates for participants.

Chapman, L. C., & Reed, P. J. (1987). Evaluating the effectiveness of a freshman orientation course. Journal of College Student Personnel, 28, 178-79.

A study of an Ohio University orientation course was conducted over a three year period. Results showed that course participants and non-participants did not significantly differ in GPAs despite the fact that participants had consistently lower composite ACT scores. Participants saw the chief benefits of the class to be their increased awareness of university resources, individual attention, and interaction with the course facilitator. They were also more likely to participate in extracurricular activities and have a greater awareness of study skills techniques.

Clarke, J. H., Miser, K. M., & Roberts, A. O. (1988). Freshman programs: Effects of living learning structures, faculty, involvement, and thematic focus. Journal of College and University Student Housing, 18(2), 7-13.

Study concludes that freshman living in residential halls where thematic programming is used become more integrated into campus life.

Clewell, B.C., & Ficklen, M.S. (1986). Improving minority retention in higher education: A search for effective institutional practices. Princeton, N.J.: Educational Testing Service.

Reviews the California State University-Fresno's "College Planning Skills course for academically high-risk students. Shows how an extended orientation type course can help in increasing student academic performance.

Cohen, R. D., & Jody, R. (1978). Freshman seminar: A new orientation. Boulder, CO: Westview Press.

This is a step-by-step description of how to establish and present a freshman orientation seminar as illustrated by Hunter College's Freshman Seminar Program. Curriculum design and content, teaching methods, games, inventories, and role techniques are included.

Connick, G. P. (1983). USM 100 freshman seminar. Proceedings of the national conference on the freshman year experience. Columbia, SC: University of South Carolina.

A three-credit hour freshman seminar course at the University of Southern Maine is designed for first time freshmen. An evaluation of the course shows 78% of the students taking USM 100 returned to college the following semester- representing an 11% higher rate than for students who had not taken the course.

Cook, D. G., & Hoff, M. P. (1989). An empirical evaluation of DCS 101. Proceedings of the 1989 national conference on the freshman year experience. Columbia, SC: University of South Carolina.

Comparisons of DCS 101 course participants with a random sample of freshmen not enrolled in the course were conducted using multiple regression analysis. Control variables of age, sex, SAT scores, and hours worked were used. Results showed course participants were significantly more likely to register for more hours and successfully complete more courses. No differences GPAs were found.

Cowart, S. C. (1987). What works in student retention in state colleges and universities. Iowa City, IA: The Act National Center for the Advancement of Educational Practices.

This is a national review of colleges and universities which includes several exemplary practices and strategies.

Creamer, D. G. (1983). Are we ready to apply adult development knowledge in student affairs? (ERIC Document Reproduction Service No. ED 245 133)

This is a look at adult theory and how a year-long orientation program can be used as an example of developmental programming. It includes instruments for measuring student development, ideas on establishing objectives, and intervention strategies using freshmen orientation concepts as a procedure for stimulating and evaluating student development.

Cuseo, J. (1991). The freshman orientation seminar: A research-based rationale for its value, delivery, and content, (Monograph No. 4). Columbia, SC: University of South Carolina, National Resource Center for the Freshman Year Experience.

Excellent resource for highlighting major research on freshman seminars and the freshman experience. Suggest seven guidelines for course content.

Cuyjet, M. J., & Rode, D. L. (1987). Follow-up of orientation contacts: Effects on freshman environmental satisfaction. Journal of College Student Personnel, 28(1), 21-8.

This study focuses on four effects of extended orientation: (1) grade point average, (2) differences in scores (ESI) between genders, (3) differences in scores (ESI) between on-campus and off-campus living, and (4) correlation between high school rank/ACT scores and ESI scores. The participants were chosen out of 3,100 entering freshman who participated in a one-day summer orientation seminar. Two groups of 310 students were chosen by the flip of a coin as to which group they were placed. The experimental group received letters and phone calls during a 14 week period. At the end of the 14 weeks, both group completed a shortened version of the Inventory of College Activities (ICA) questionnaire (Astin, 1968). The study concluded the increased contacts had a significant effect on students' perceptions of the university, women indicated a higher satisfaction than men, and on-campus students scored higher on GPA and friendship factors.

D'Amico, F. C., & Rosenbaum, R. S. (1983). Unexpected outcomes of the faculty adviser program at Queensborough Community College. Proceedings of the national conference on the freshman year experience. Columbia, SC: University of South Carolina.

A comprehensive volunteer faculty adviser program, including an early warning system, a freshman orientation non-credit course, and an academic probation counseling scheme, resulted in a 15% increase in retention rates. In addition, faculty experienced an increase in job satisfaction as volunteers in the program.

Donnangelo, F. P. (1985). Freshman orientation and career development: How effective is it? Journal of College Placement, 45, 23-4.

Bronx Community College reports comparative data of attenders and non-attenders of a freshman orientation/career development course. Through random selection of 226 non-attenders and 244 attenders, this study found attender's GPA and retention rates hands higher fall and spring semesters.

Donnangelo, F. P., & Santa-Rita, E. D. (1982). The effects of two college orientation courses upon the academic performance and retention of entering freshman. (ERIC Document Reproduction Service No. ED 232 747)

The effects of a ten-week non-credit course (SPD-199) were compared with a fifteen-week one-credit orientation course (OCD-01) at the Bronx Community College. Students in SPD-199 were more likely to have higher GPAs and higher retention rates than those who attended OCD-01. Participants in both orientation groups experienced higher GPAs and retention rates than non-participants. This represents one of the few studies done on measuring the effectiveness of different approaches to freshman seminars.

Dorman, E. F., & Christensen, M. G. (1976). Effects of a group life seminar on perceptions of the university environment. Journal of College Student Personnel, 17, 66-71.

Pre - and post-testing of the College and University Environmental Scales (CUES) were used to investigate the effects of a group life seminar upon freshmens' perceptions of Kansas State University. Findings indicate that participants in the course had significantly higher perceptions on the community awareness, campus morale, practicality, and scholarship CUES scales than did the control group. The study was conducted over a three year period.

Drake, R. W. Jr. (1966). Review of the literature for freshman orientation practices in the US. (ERIC Document Reproduction Service No. ED 030 920)

A historical and philosophical review of orientation programs in the USA since 1923 is presented in this article. The author highlights some of the basic objectives of orientation programs within intellectual arenas.

Dunphy, L., & Di Giorgio, A. J. (1985). A strategy for retaining undeclared students. Journal of College Student Personnel, 26(5), 466-7.

Trenton State College has experienced a significant rise in the number of undeclared students (6% in 1978, 20% in 1984). A special program has been devised for these high risk students. It includes a reception for the student and their parents in the Spring, a one-day orientation session for advisement on coursework for the fall in June, and a mandatory one-credit seminar course in the fall. This ten-week course is split into small sections which provide an orientation to the college, survival skills, and career exploration. Trenton's attrition rate is low at 26% after one year into the program, as opposed to the national average of 34% for undeclared majors.

Eckstein, D., Eckstein, J., & Bontright, S. (1977). Human potential seminars as an innovative freshman orientation. Journal of College Student Personnel, 18, 241-2.

Human potential seminars were conducted at Virginia Community College. This one-credit hour course was required of freshmen. Students reacted positively to the course in self-reported evaluations. One upperclass student was used to assist faculty in the course.

El-Khawas, E. (1984). Campus trends. Washington D.C.: American Council on Education. (Higher Education Panel Report No. 65)

This report states that 77.8% of 2623 institutions surveyed said they had courses in coping with college.

Elfner, E. S. (1985). Assessing goal related student outcomes for academic decision-making. AIR 1985 Annual Forum. (ERIC Document Reproduction Service No. ED 259 669)

Some 27 student variables and 41 college program and activity variables (including participation in a freshman seminar) were analyzed to determine their effect upon 17 outcome variables including student satisfaction, personal goal development, self-image, and self-confidence. This is an excellent study that demonstrates the relationships of selected variables upon student outcomes.

Fidler, P. P. (1991). Relationship of freshman orientation seminars to sophomore return rates. Journal of The Freshman Year Experience, 3(1), 7-38.

Shows that participation in the University 101 course at the University of South Carolina has resulted in higher retention rates. The study shows results over a 14 year period.

Fidler, P. P., & Hunter, M. S. (1989). How seminars enhance student success. In M. L. Upcraft, J. N. Gardner, & Associates, The freshman year experience, (pp. 216-237). San Francisco: Jossey-Bass.

Provides a review of the literature on orientation seminars and indicates a number of studies showing the positive effects of seminars upon student academic performance.

Fidler, P. (1985) Research Summary- University 10l. [Unpublished research study]. University of South Carolina.

A twelve-year study on the relationship between University 10l participation and student retention at the University of South Carolina finds retention differences from 1.9% to 7.2% with over-all retention of 5.1%

Fitts, C. T., & Swift, F. H. (1928). The construction of orientation courses for college freshmen. Berkeley: University of California Publications in Education.

Describes the state of orientation courses and the rapid rise of their value during the first two decades of the 20th century.

Gardner, J. N. (1986). The freshman year experience. College and University, 61, 261-274.

This article outlines the freshmen seminar movement in the United States. The reasons and rationale for the growing interests in freshmen are cited, and the types of efforts being done to improve the freshmen year are outlined. The author describes some of the attempts to measure the effectiveness of the freshmen seminar course across the United States.

Gardner, J. N. (1980). University 101: A concept for improving university teaching and learning.(ERIC Document Reproduction Service No. ED 192 706)

The freshmen seminar (University 10l) program at the University of South Carolina involves a strong commitment to faculty training. The four phases of the faculty training program is described. These phases include: (1) building group trust; (2) identifying learning objectives; (3) interaction with learning resources; and (4) linking with experienced university 101 faculty. This is a good overall view of the University 101 program at the University of South Carolina.

Gerber, S. K. (1970). Four approaches to freshman orientation. Improving College and University Teaching, 18(1), 57-60.

Four types of orientation were experimentally designed at Weber State University. This study demonstrates that students participating in credited orientation classes were more likely to be retained and also have a higher knowledge of the rules and regulations of the college. Orientation courses did not contribute to higher academic performance. Students taking the course displayed dissatisfaction centering primarily on methodology weaknesses rather than objectives of the course.

Gordon, V. N. (1991). The evolution of a freshman seminar course: A case study. Journal of The Freshman Year Experience, 3(2), 107-116.

Depicts the evolutionary development of one seminar course. Illustrates the historical influences upon the character and nature of the course.

Gordon, V. N. (1989). Origins and purposes of the freshman seminar. In M. L. Upcraft & J. N. Gardner (Eds.), The freshman year experience. San Francisco: Jossey-Bass.

Sound historical review of the development of freshman seminars. Excellent background in depicting the multiple influences which helped to shape the comprehensive nature of the seminar.

Gordon, V. N., & Griles, T. J. (1984). The freshmen seminar course: Helping students succeed. Journal of College Student Personnel, 25, 315-320.

This is a general review of the history of freshmen seminars, basic rationale for utilizing seminars, and overall structural design options currently being used in seminars throughout the nation.

Grout, D., Kyper, P. T., & Weddle, N. (1983). The development and success of a comprehensive freshman program. Proceedings of the national conference on the freshman year experience. Columbia, SC: University of South Carolina.

A comprehensive advisement program at Lincoln University including self-paced, competency-based developmental courses, peer tutors, and a 15-week freshman orientation course were effective in retaining students.

Harmon, W. W., & Rhatigan, J. J. (1990). Academic course for parents of first-year students impacts favorably on student retention. Journal of The Freshman Year Experience, 2(1), 85-95.

Describes a program for helping parents of freshman to become more informed about the collegiate process.

Hartley, A. C. (1983). Introduction of college. Proceedings of the national conference on the freshman year experience. Columbia, SC: University of South Carolina.

Four years of study on the Introduction to College courses at the University of Wisconsin (Green Bay), a one-credit elective course taught by liberal arts faculty, shows favorable outcomes in academic performance and retention for the participants.

Hay, D., & et. al. (1985). Anticipated impact of a continuing academic orientation program [Unpublished paper]. Dalton Junior College.

West Georgia College found that the retention rate for freshmen who took the freshmen orientation course (WGS 10l) was 10% higher than the retention rate for freshmen who did not take the course.

Hembree, R. (1988). Correlates causes, effects, and treatment of test anxiety. Review of Educational Research. 58(1), 46-47.

An extensive meta-analysis of 562 studies on study and test-taking skill programs. Reveals improved performance of participants in these type of courses.

Himelstein, H. C. (1983). Freshman orientation: A developmental approach. Journal of College Student Personnel, 24(6), 562-3.

This article describes a freshmen orientation program at Dutchess Community College (NY). The program consisted of four modules: study skills, time management, career planning and decision making, and self-esteem. The program was offered to 1600 incoming freshmen during the first month of the semester through 40 sections, including night sections. The program was facilitated by staff and faculty, and was assisted by sophomore student aides. Sixty percent of the participants rated the program helpful or very helpful.

Holland, A., & Huba, M. E. (1989). Psychosocial development among student paraprofessionals in a college orientation program. Journal of College Student Development, 30(2), 100-5.

The purpose of this study was to see if participation by undergraduates in an on-going seven month service project positively influenced their psychosocial development. The experimental group was comprised of 22 undergraduates who were selected through an application and interview process to participate. The control group were undergraduate students who applied but were not selected. The Student Developmental Task Inventory (SDTI) was used to measure developmental task achievement. This instrument measures variables such as autonomy, purpose, and mature interpersonal relationships. This study used a quasi-experimental, non-equivalent control-group design. The findings concluded a significant difference (.01 level) between the two groups on Interdependency and Tolerance. Autonomy was also identified at .05 significance level.

Hopkins, W., & Hahn, D. M. (1985). Large vs. small sections for college success course. Proceedings of the national conference on the freshman year experience. Columbia, SC: University of South Carolina.

Matched on high school averages, verbal SAT, and college majors, groups of students were placed into college success courses while other students acted as a control group. College success groups obtained significantly higher grade point averages after one term (2.282 vs. 2.016).

Hopkins, W. M., & Han, D. M. (1984). College 101- College success. Proceedings of the second national conference on the freshman year experience. Columbia, SC: University of South Carolina.

A statistically significant difference was found between grades of students participating in a freshman orientation course at the State University College at Cortland and those of a matched control group who did not participate in the course.

Jones, S. W. (1984). Evaluating the impact of freshmen orientation on student persistence and academic performance. (ERIC Document Reproduction Service No. Ed 241 089)

Full-time freshmen who entered Phillips County Community College between 1982 and 1983 were encouraged to participate in an eight-week orientation class (SOS 101). Comparative data between class completers and a control group of non-participants revealed that 79.7% vs. 43.1% were retained at the end of the semester. After the end of one year, the course participants held a retention rate of 45.3% vs. 23.2% of the control group. The first semester GPA of participants was significantly higher than control group of non-participants (2.28 vs 1.72).

Ketkar, K., & Bennett, S.D. (1989). Strategies for evaluating freshman orientation programs. Journal of The Freshman Year Experience, 1(1), 33-44.

Shows cost effectiveness and revenues generated by increased student retention as a result of freshman orientation programs. Excellent article for looking at freshman orientation from a cost-benefits perspective.

Kramer, G. L., & White, M. T. (1982). Developing a faculty monitoring program: An experiment. NACADA Journal, 2(2), 47-58.

An experimental monitoring program at Brigham Young University produced positive results in meeting program goals and influencing freshmen.

Kramer, G. L., & Hardy, H. N. (1985). Facilitating the freshman experience. College and University, 60(3), 242-252.

This article describes the Student Assistant Program at BYU which utilizes upperclassmen to assist new students in the registration process and to hold pre-orientation meetings in their local geographical areas. The purpose of this study was to (1) determine if holding pre-orientations throughout the country has a positive effect on entering freshmen, (2) determine the effectiveness of using students as orientation leaders, (3) identify perceptions of the Student Assistants, (4) determine the effect of the program on no-show rates, and (5) determine the reasons why admitted students do not complete the registration process. Three questionnaires were developed. The first was distributed to the students who attended the pre-orientation to evaluate the program on ten aspects. The second was completed by the Student Assistants to evaluate the pre-orientation meeting, the training sessions, and their performance. The third questionnaire was sent to all new students who were admitted but did not complete the registration process. The study suggests the pre-orientation sessions were rated high by new students and reduced the no-show rate.

Kronovet, E. (1969). Current practices in freshman orientation. Improving College & University Teaching, 17(3), 204-5.

This article reports the findings of a national survey of orientation practices involving 1378 colleges and universities. Data on types and forms of orientation programs, goals, faculty participation, regional outlooks, attendance policies, and amount of credit awarded are included. It is a good overall review of the status of orientation programs through 1969.

Lawson, H. M. (1983). University 1000: Students teaching students at University of Central Arkansas. Proceedings of the national conference on the freshman year experience. Columbia, SC: University of South Carolina.

An evaluation of the University 1000 non-credit freshman seminar at the University of Central Arkansas shows participants who volunteered for the course experienced higher retention rates, more awareness and utilization of university services and greater levels of student satisfaction.

Lenning, O. T., & MohnKern, D. F. (1986). Programming dramatic decreases in freshman attrition: We can make it happen and IR can help. (ERIC Document Reproduction Service No. ED 280 395)

Students at Roberts Wesleyon College were investigated to determine the effects of a student development program on retention. A comprehensive program, including a freshman seminar, resulted in a decrease in attrition within the first six weeks of the freshman year (from 12% in 1982-3 to 1% in 1984 and 2% in 1985).

Maisto, A. A., & Tammi, M. W. (1991). The effect of a content-based freshman seminar on academic and social integration. Journal of The Freshman Year Experience, 3(2), 29-47.

Shows that students enrolled in a freshman seminar earn significantly higher grade point averages and report more out-of-classroom contact with faculty than do non-seminar students.

Mark, M. M., & Romano, J. J. (1982). The freshmen seminar program: Experimental evaluation of an introduction to the liberal arts. Evaluation Review, 6(6), 801-10.

Liberal arts educators at Pennsylvania State University presented freshmen with small seminars in special disciplines. Results showed program produced favorable attitudes but no changes in academic performance or retention.

Marsh, D. J. (1978). Academic advising too often taken for granted. The College Board Review, 107, 32-36.

The author advocates the importance of developmental advising. Carnegie Commission on Higher Education (1969-70) "enhanced emphasis on advising as an increasingly important aspect of higher education." The author calls for a training program to help faculty understand students' interests.

Martin, N. K., & Dixon, P. N. (1989). The effects of freshman orientation and locus of control on adjustment to college. Journal of College Student Development, 30(4), 362-7.

This study presents seven hypotheses regarding the effects of voluntary freshman orientation seminars. The population was a selected group of traditional freshman from an introductory history class. Data was collected through two measures: the Freshman Transition Questionnaire (FTQ) and Rotter's Internal-External (I-E) Locus of Control Scale. Hypotheses 1,3,4,5, and 7 were tested using t tests. Hypothesis 2 used chi-square analysis and hypothesis 6 used a 2 X 2 analysis of variance. Hypotheses 5 and 6 used locus of control as an independent variable and were divided into external and internal groups. The study concludes that locus of control seems to have an effect on students' adjustment to college, but orientation attendance does not.

McKeachie, W. J., Pintrich, P. R., & Lin, Y. G. (1985). Teaching learning strategies. Educational Psychologist, 20(3), 153-160.

Found a learning to learn course dealing with attention, memory, motivational strategies, and test-taking methods resulted in higher subsequent GPA's for course participants.

McNairy, F. G. (1984). Project flourish. Proceedings of the second national conference on the freshman year experience. Columbia, SC: University of South Carolina.

Clarion University offers a three-credit hour course designed for entering freshmen. Research on the effectiveness of the course shows course participants earned higher grade point averages than the control group- despite the fact the control group had higher SAT scores. Course participants were also more likely to be aware of and to utilize campus resources.

McNairy, F. G. (1985). Replication of the University 101 concept. Proceedings of the national conference on the freshman year experience. Columbia, SC: University of South Carolina.

An evaluation of the Clarion University of Pennsylvania GS-110 three-credit hour freshman orientation course shows no difference in the GPA between participants and non-participants despite the fact the non-participants had significantly higher SAT scores. Black participants had higher GPA results than Black non-participants despite the fact the Black participants had significantly lower SAT scores.

Miller, A. G. (1981). An orientation class: Its influence on participation interacting with their college environment. Unpublished doctoral dissertation, University of Indiana.

A matched group of freshmen from the University of Indiana, Bloomington, were compared on first semester grade point averages and responses on the College Student Experience Questionnaire. Participants were matched on sex, high school class rank, in or out-of-state residency, on or off-campus housing, and predicted grade point average. The experimental group participated in an eight week orientation class. Participation did not influence grade point averages, however it did show significantly higher scores on library experiences, faculty experiences, student esthetic, expressive, and class participation areas of the College Student Experience Questionnaire.

Miller, T. E., & Brickman, S. B. (1982). Faculty and staff monitoring: A model for improving student retention and service. NASPA Journal, 19, 23-7.

This article reviews the effectiveness of volunteer monitors at Canisius College. They met with eight individual freshmen five times during the year. A comparison between a control group of freshmen and the monitored group showed the monitored group were less likely to receive academic deficiency notices. Retention data showed the monitored group to be far more likely to return after the first semester (11% vs 3%).

Murphy, R. O. (1989). Freshman year enhancement in American higher education. Journal of the Freshman Year Experience, 1(2), 91-100.

The author outlines various formats and models for extended orientation programming. A brief description of five models is presented and examples of how each model is being used at various universities and colleges are provided.

Murray, J. L., & Apilado, M. (1989). Design and implementation of a holistic orientation program for small colleges. NASPA Journal, 26(4), 308-13.

This article describes a holistic orientation program for a small college based on the Wellness Model (Hettler, 1980). A planning committee is recommended to provide expertise in the six dimensions of the model: social, occupational, spiritual, physical, intellectual, and emotional. The program is based on a theme incorporating all six dimensions. Subcommittees and students assistants implement the program providing institutional commitment, a sense of ownership, and shared responsibility.

Pascarella, E. T., Terenzini, P. T., & Wolfle, L. M. (1986). Orientation to college and freshman year persistence/withdrawal decisions. The Journal of Higher Education, 57(2), 155-75.

The purpose of this study was to identify the influence of an intensive two-day student orientation program on voluntary freshman year persistence/withdrawal decisions. The variables studied followed the Tinto conceptual model of social integration and commitment. The random sample of an incoming freshman class was sent questionnaires in the summer of 1976. Another questionnaire was sent during the spring of 1977 seeking extensive information regarding their freshman year experience. The thirteen two-day orientation sessions were voluntary and focused on developing academic and educational awareness, institutional services and resource awareness, and institutional awareness.

Pennington, D. (1987). The effects of a freshmen seminar upon student graduation at Western Oregon State College. [Unpublished report]. Corvallis, OR: Oregon State University Postsecondary Education Department.

Some 86 participants in a fall freshman orientation course were compared with a control group of 84 students on fall to spring and fall to fall retention rates. Participants had a 7.5% higher retention rate from fall to spring and a 4.6% higher retention rate from fall to fall.

Prola, M., Rosenberg, P., & Wright, B. (1977). The impact of a freshman orientation course. New York State Personnel and Guidance Journal, 12(1), 26-31.

This study on the impact of a freshman orientation course shows that course participants experienced greater involvement in college activities and more positive attitudes toward teaching, counseling, faculty, other students, and required courses.

Prola, M., & Stern, D. (1984). The effect of a freshman orientation program on student leadership and academic performance. Journal of College Student Personnel, 25(5), 472-3.

This article presents additional analysis of the study by Rosenberg, Prola, and Stern (1977) on the effects of a one-credit hour orientation course, Student Development 101 (SD101) designed for an inner-city liberal arts college. The study was expanded by examining the names of the elected officers and student leaders on campus between Fall 1979 and Spring 1983 to those who had and had not enrolled in SD101 as freshmen. The control group was comprised of the next student in the registrar's alphabetical listing. The results suggest although there is not a large affect on academic performance or student leadership, the difference is still noteworthy and can be observed much later in the student's academic career.

Ragle, J., & Krone, K. (1986). Extending orientation: Telephone contacts by peer advisers. Journal of College Student Personnel, 26(1), 80-1.

This paper describes a peer advising program at the University of Texas at Austin. The students were identified out of a random sample of freshmen that was stratified according to sex and participation in a summer orientation program. The peer advisers contacted 247 students offering information and support. Two weeks after the contact, a questionnaire was mailed. Responses suggest that the students felt comfortable with asking questions and felt free to talk about their concerns. Only 12 percent felt the calls were too personal. The majority felt the call was informative and helpful, and made the University seem less impersonal.

Reimanis, G. (1973). Student attrition and program effectiveness. Annual Forum of the Association for Institutional Research [Presentation]. British Columbia. (ERIC Document Reproduction Service No. ED 132 988)

Students enrolling in a short course on achievement motivation at Corning Community College obtained better grade point averages and higher graduation rates than a control group of non-participants. The course included weekly "rap" sessions for undecided or high anxiety students and included encounter groups for improving self-concept.

Rice, R. L. (1990). The effects of various orientation experiences upon freshmen reactions to college. Western Conference of the Freshman Year Experience [Presentation]. Irvine, CA. (ERIC Document Reproduction Service No. ED 323 443)

A study comparing matched groups of freshmen experiencing different levels of orientation experiences showed that participants in freshman orientation courses are significantly more likely to interact with faculty, have a greater awareness of campus resources, and believe that the courses are helpful.

Rice, R. L. (1991). The effects of various types of orientation programming upon freshmen reaction to college. ERIC Clearinghouse for Counseling and Guidance, ERIC Document Reproduction Service, (ED 323 443).

Results of a comparison of three types of orientation programs - including two types of extended orientation course show that extended orientation course participants have more favorable reactions to college then non-participants.

Rice, R. L. (1984). Teaching University 101 at a commuter campus: A syllabus for change. Proceedings of the second national conference on the freshman year experience. Columbia, SC: University of South Carolina.

A longitudinal study on the effectiveness of a freshman seminar (University 101) at the University of South Carolina at Lancaster showed that compared to non-participants, participants have significantly higher rates of retention and showed significant gains in the pre and post-testing on the Survey of Study Habits and Attitudes.

Rice, R. L. (1985). University campuses retention study. [Unpublished study]. (Authorized by the University of South Carolina Campuses Faculty Senate)

A survey on the retention rates of the five regional campuses of the University of South Carolina indicated that high risk freshmen who were enrolled in University 101 experienced higher retention rates than those students not participating in the semester long course. Participants experienced a 51% retention rate vs. a 46% retention rate for non-participants.

Rivers, W. L. (1985). A freshman orientation course at an urban community college. Proceedings of the national conference on the freshman year experience. Columbia, SC: University of South Carolina.

This study compared groups who had taken the freshman orientation course at Kingborough Community College with students who had not enrolled in the course. Results show participants in the course had higher academic performance and retention rates than non-participants.

Robinson, L. F. (1989). The effect of freshman transition to college/orientation courses on student retention. College Student Journal, 23(3), 225-9.

Emporia State University conducted a two-year study (1976 and 1977) involving entering high risk freshmen (based on ACT scores) and the effect of an eight-week orientation course. First term GPAs and first and second semester retention rates of the experimental group were compared to a high risk control group as well as the entire freshmen class. The study concludes this orientation course did not substantially improve the attrition rates of the high risk students, and suggests more research in the area of development and delivery of orientation courses.

Rominger, D. W. (1989). Moral development in higher education. Proceedings of the 1989 national conference on the freshman year experience. Columbia, SC: University of South Carolina.

A freshman orientation program at East Texas Baptist University has resulted in full-time freshmen retention rates increasing from 43.2% in 1983 to 60.4% in 1987.

Rosenberg, P., Prola, M., & Stern, D. (1975). Developing an individual lifestyle: A freshman orientation course. New York State Personnel and Guidance Journal, 10, 55-60.

This article provides a general description of Student Development 101, a freshman orientation course designed for an inner-city liberal arts college.

Rosenblatt, H. S. (1982). The freshman dialogue programs at the University of Hartford. Proceedings of the national conference on the freshman orientation/course/freshmen seminar concept. Columbia, SC: University of South Carolina.

The "Freshman Dialogue" one-credit hour course at the University of Hartford showed that participants attrition rates were substantially less compared to non-dialogue freshmen. Freshmen probation rates for dialogue participants were 12% less compared to non-participants.

Rosenblatt, H. S., & Vinson, J. S. (1981). Freshman dialogue: A humanistic program in higher education. College Student Journal, 15(3), 194-97.

The academic advising program called "Freshman Dialogue" involved small groups of freshmen which met weekly with trained faculty advisors at the University of Hartford. Results indicated that the program was successful in improving retention and reducing the chances of participants being on academic probation.

Russel, J., & Siers, T. (1984). University 83: A case study of the development of a non-credit course and some preliminary research. Proceedings of the second national conference on the freshman year experience. Columbia, SC: University of South Carolina.

A non-credit freshman course at the University of Western Ontario showed that compared to a randomly selected control group participants in the course were significantly more likely to: (1) be involved in extra-curricular activities; (2) be more knowledgeable about campus environment; (3) approach their professors about non-academic matters; (4) report that the university cared about individual students; (5) see the university as a more personal place; and (6) need less reassurance or direction from others.

Sagaria, M. D. (1979). Freshmen orientation courses: A framework. Journal of the NAWDAC, 4(3), 180-88.

This article provides a standard three-type classification system for developing and carrying out a freshman seminar program. It provides dominant themes within current freshman seminar programs at 20 colleges and universities.

Shanley, M. G., & Witten, C. H. (1990). University 101 freshman seminar course: A longitudinal study of persistence, retention, and graduation rates. NASPA Journal, 27(4), 344-52.

This is an extension of a fifteen-year longitudinal study on the affects of University 101, a three-credit hour pass/fail orientation course offered at the University of South Carolina. The positive impact of the course for first year retention has been previously established by Fidler (1988). The purpose of this study is two-fold: (1) to compare the graduation rates between participants and non-participants, and (2) to compare the first, second, and third year retention rates and overall persistence between participants and non-participants. A longitudinal research methodology was used over a seven year period, using secondary analysis of computerized student database records. Results showed higher graduation rates, higher retention rates, and lower drop-out rates for participants over non-participants.

Silver, J. H. (1984). The effect of a self-development seminar on freshman learning as measured by grade point averages, units completed, and retention. (ERIC Document Reproduction Service No. ED 152 357)

A study of the Human Potential Seminar (Psy 030) conducted at North Greenville College compared participants and non-participants on retention, GPA, and hours completed. Participants had significantly higher GPAs (2.38 vs. 1.94) after the first term; higher retention rates; and three times as many participants succeeded in completing at least 16 credit hours.

Thomas Jr., T. J. (1989). Endings and Beginnings: A developmental approach to transitional programs. Journal of College Student Development, 30(4), 378-9.

An Upward Bound program addresses first-generation, college bound high school seniors. Senior Seminar takes place on Wilkes College campus using fifteen two-hour sessions to introduce the students to the facility and resources. The first two sessions address entrance issues, the next seven issues address academic skills, the following five sessions discuss the social aspects of college life, and the last session is a panel of Senior Seminar graduates who discuss their experiences on campus. Ninety percent found the seminar to be helpful and 91 percent successfully completed their first year of college.

Tiller, D. (1985). AIMS- Academic advising, intervention and monitoring service: A positive approach to student retention. Proceedings of the national conference on the freshman year experience. Columbia, SC: University of South Carolina.

A comprehensive program including advisors contacting students for sessions out of class resulted in significantly higher grade point averages for participants compared to non-participants (2.45 vs. 1.62). The following semester, retention rates were also higher for participants than for non-participants (84.4% vs. 64.4%).

Tiller, D., & Simmons, S. J. (1984). Freshman orientation: Making it a successful and meaningful experience. Proceedings of the second national conference on the freshman year experience. Columbia, SC: University of South Carolina.

A one-credit hour freshman orientation class (ORE 140) at Jefferson Community College showed that participants in the course were more likely to be retained than non-participants (77% vs. 56%). In addition, ORE 140 participants were more likely to have GPAs of 2.00 or better compared to non-participants (68% vs. 56%).

Toscano, P. (1985). A successful freshman orientation program. Journal of College Student Personnel, 26(6), 565-6.

This paper describes a mandatory 2-1/2 hour freshman orientation program (for all full-time freshmen). A pre-test and post-test of sixteen identical questions were given to all participants, and then they were asked to rate the overall orientation with a four-point rating scale. Comparing the pre-test and post-test, the mean difference suggested that students significantly learned from the orientation. The results of the evaluation showed 96 percent rated the overall reaction to be high (3-4), 99 percent felt they would use the information presented, 79 percent were satisfied with the financial aid presentation, and 55 percent learned new information.

Twale, D. J. (1990). Social and academic development in freshman orientation: A time frame. NASPA Journal, 27(2), 160-167.

This articles suggests freshman need a more holistic orientation approach. The author discusses summer programs, freshman week, orientation seminars and workshops, semester or term survey courses, and year-long and on-going programs.

Upcraft. M. L., Gardner, J. N., & Associates, (1989). The freshman year experience. San Francisco: Jossey-Bass.

The most comprehensive work on the nature and effects of freshman seminars and extended orientation programs.

Von Frank, J. (1984). Setting up a special program for freshmen: The politics of the situation. Proceedings of the second national conference on the freshman year experience. Columbia, SC: University of South Carolina.

An evaluation of the freshman orientation course of Francis Marion College was undertaken. Students in the program had 2.359 GPAs while non-participants had 2.125 GPAs. Sixty-nine percent of the course participants had over 2.00 GPAs while only 63% of non-participants had GPAs over 2.00. The study involved analysis of covariance with SAT scores being the covariant.

Warner, J. W., & Giesmann, L. A. (1989). University 101 and its impact on the university community. Proceedings of the 1989 national conference on the freshman year experience. Columbia, SC: University of South Carolina.

A freshman seminar course at Northern Kentucky University had a significant influence on the way faculty instructors in the course related to students in their other classes. The seminar experience had a "humanizing" effect on faculty attitudes toward students.

Whitcomb, G. R. (1983). A study of the University 101 faculty training workshops at the University of South Carolina. [Unpublished report].

The author presents findings of a study investigating reactions of faculty to University 101 training. Faculty were likely to utilize many small-group activities in their courses following their participation in University 101 training.

Wilkie, C., & Kuckuck, S. (1989). A longitudinal study of the effect of a freshman seminar. Journal of the Freshman Year Experience, 1, 7-16.

Results of a three-year research study on grade point averages and retention rates of high-risk students showed participants in a freshman seminar had significantly higher GPAs than a randomly assigned group of high-risk students.

Witten, C. H., & et. al. (1970). The impact of innovation: Orientation and student values. (ERIC Document Reproduction Service No. ED 041 350)

The author stresses the need to focus on student values within ongoing orientation programs. Changes in student values resulting from such programs are demonstrated. Student development in values can be a part of an orientation program.

Woodward, F. (1982). Freshmen seminar program evaluation. Proceedings of the national conference on the freshmen orientation/freshman seminar concept. Columbia, SC: University of South Carolina. (ERIC Document Reproduction Service No. ED 246 730)

An evaluation on the effectiveness of the Plattsburgh Freshman Seminar Program was undertaken on selected variables. Some 205 participants compared to 205 non-participants showed that participants were more likely to report significant contact with faculty and increases in writing and oral skills.

III. Studies Investigating the Effects of Freshman Courses Upon Student Retention

Avenoso, Bishop, & Flynn (1989)
Bauska & Phibbs (1989)
Benenson (1974)
Bradley, Thornton, & Sisson (1984)
Centner (1985)
Connick (1983)
Cowart (1987)
Cuseo (1991)
Donnangelo (1985)
Donnangelo & Santa-Rita (1982)
Dunphy & Di Giorgio (1985)
Fidler (1991)
Fidler & Hunter (1989)
Fidler (1985)
Gerber (1970)
Grout, Kyper & Weddle (1983)
Hay et al. (1985)
Jones (1984)
Ketkar & Bennett (1989)
Lawson (1983)
Lenning & Mohnkern (1986)
Mark & Romano (1982)
Miller & Brickman (1982)
Pascarella, Terenzini, & Wolfe (1986)
Reimanis (1973)
Rice (1990)
Rice (1991)
Rivers (1985)
Robinson (1989)
Rominger (1989)
Rosenblatt & Vinson (1987)
Rosenblatt (1982)
Shanley & Witten (1990)
Silver (1984)
Tiller (1985)
Tiller & Simmons (1984)
Von Frank (1984)
Wilkie & Kuckuck (1989)

IV. Studies Investigating the Effects of Freshman Courses Upon Student Academic Performance

Adams (1974)
Astolfi & McGillan (1989)
Avenoso, Bishop, & Flynn (1989)
Bowman (1970)
Chapman & Reed (1987)
Clewell & Fickler (1986)
Cook & Hoff (1989)
Donnangelo (1985)
Fidler & Hunter (1989)
Gerber (1970)
Hartley (1983)
Hembree (1988)
Hopkins & Hahn (1985)
Hopkins & Hahn (1984)
Jones (1984)
Maisto & Tammi (1991)
Mark & Romano (1982)
McKeachie, Pintrich, & Lin (1985)
McNairy (1985)
McNairy (1984)
Miller (1981)
Prola & Stern (1984)
Reimanis (1973)
Rivers (1985)
Silver (1984)
Upcraft & Gardner (1989)
Wilkie & Kuckuck (1989)

V. Studies Investigating the Effects of Freshman Courses Upon Student Attitudes Toward College

Adams (1974)
Cuyjet & Rude (1987)
Dorman & Christensen (1976)
Eckstein, Eckstein, & Boatwright (1977)
Fidler & Hunter (1989)
Lawson (1983)
Miller (1981)
Rice (1990)
Rugle & Krone (1988)
Russell & Siers (1984)
Thomas (1989)
Upcraft & Gardner (1989)

VI. Studies Investigating the Effects of Freshman Courses Upon Faculty

D'Amico & Rosenbaum (1983)
Gardner (1981)
Warner & Giesmann (1989)
Whitcomb (1983)

VII. Studies Investigating the Effects of Freshman Courses Upon Student/Faculty Involvement

Blimline & New (1975)
Buhr, Pelletier, & Wark (1987)
Chapman & Reed (1987)
Maisto & Tammi (1991)
Miller (1981)
Rice (1990)
Russell & Siers (1984)
Warner & Giesmann (1989)
Woodward (1982)

VIII. Studies Investigating the Effects of Freshman Courses Upon Attitudes Toward Faculty

Bowman (1970)
Prola, Rosenberg & Wright (1977)
Rice (1990)

IX. Studies Investigating the Effects of Freshman Courses Upon Student Use of Academic Services

Fidler & Hunter (1989)
Lawson (1983)
McNairy (1984)
Miller (1981)
Pascarella, Terenzini & Wolfe (1986)
Rice (1990)

X. Studies Investigating the Effects of Freshman Courses Upon Student Knowledge of the College/University

Carskadon, Goree, & McCorlen (1989)
Chapman & Reed (1987)
Cuyjet & Rude (1987)
Dorman & Christensen (1976)
Gerber (1970)
McNairy (1984)
Russell & Siers (1984)
Toscano (1985)

XI. Studies Investigating the Effects of Freshman Courses Upon Student Involvement in Extracurricular Activities

Astolfi & McGillan (1989)
Chapman & Reed (1987)
Cuyjet & Rude (1987)
Prola, Rosenberg & Wright (1977)
Russell & Siers (1984)

XII. Studies Investigating the Effects of Freshman Courses Upon the Remediation of Academic Skills

Benenson (1974)
Hembree (1988)
Himelstein (1983)
Rice (1984)
Woodward (1982)

XIII. Studies Investigating the Effects of Freshman Courses Upon Student Personality Factors

Beck (1980)
Benenson (1974)
Elfner (1985)
Holland & Huba (1989)
Himelstein (1983)
Martin & Dixon (1989)
Murray & Apilado (1989)
Twale (1990)

XIV. Literature Concerning the Organizational and Content structure of Freshman Courses

Boe & Jolicoeur (1989)
Brown (1984)
Burke (1987)
Cohen & Jody (1978)
Creamer (1983)
Cuseo (1991)
Drake (1966)
El-Khawas (1984)
Gardner (1986)
Gardner (1981)
Gardner (1980)
Gordon (1991)
Gordon & Grites (1984)
Harmon & Ratigan (1990)
Kronovet (1969)
Marsh (1978)
Murphy (1989)
Rosenberg, Prola & Stern (1975)
Sagaria (1979)
Twale (1990)
Upcraft & Gardner (1989)

XV. Historical Development of the Freshman Seminar Concept

Drake (1966)
Fitts & Swift (1928)
Gordon (1991)
Gordon (1989)
Gordon & Grites (1984)